R. Bruce Wagner Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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R. Bruce Wagner Elementary School

5500 YATES RD, Lakeland, FL 33811

http://schools.polk-fl.net/rbw

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

We will ensure learning takes place for all through high expectations, family involvement, and instruction rich in Science, Technology, Engineering, and Mathematics.

Provide the school's vision statement.

Students, families, and staff work hand in hand to develop responsible, respectful, reliable, lifelong learners . . . every child, every family, every day..."Everything begins with an idea!"

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miller , Christopher	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;

Name	Position Title	Job Duties and Responsibilities
		* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Guptill, Erin	Reading Coach	The Reading School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.

Name	Position Title	Job Duties and Responsibilities
		- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Irwin, Meredith	Dean	
Samples, Angela	Math Coach	The Math School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional

Name	Position Title	Job Duties and Responsibilities
		development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Allen, Marieka	Instructional Coach	The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.

Name	Position Title	Job Duties and Responsibilities
		- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Anderson, Katie	Other	Job duties include but are not limited too identifying students who are at-risk in not meeting grade level proficiency in Reading by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities. Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis.

Name	Position Title	Job Duties and Responsibilities
Grooms, Rochelle	School Counselor	The job duty of the School Counselor is to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.
Sabat-Romero, Karla	School Counselor	The job duty of the School Counselor is to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.
Oglesby, Melanie	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship;

Name	Position Title	Job Duties and Responsibilities
		* facilitating effective professional development;
		* monitoring implementation of critical initiatives;
		* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
		* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
		* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
		* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
		* establishing personal deadlines for self and the entire school;
		* using a transparent process for making decisions and articulating who makes which decisions;
		* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
		* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
		* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
		* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
		* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
		* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
		* recognizing individuals for good work;
		* maintaining high visibility at school and in the community;
		* demonstrating personal and professional behaviors consistent with quality

Name	Position Title	Job Duties and Responsibilities
		practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Brown, Latandrier	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on

Name	Position Title	Job Duties and Responsibilities
		vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

R. Bruce Wagner's stakeholders are given opportunities throughout the year to provide input and feedback on the school's SIP plan. We offer an open invitation to all of our School Advisory Council meetings where we discuss school data, issues, and provide updates. Additionally, we have a working partnership with a District Community Liaison to communicate our needs in order to engage the community to support our initiatives outlined in the SIP. As a Title 1 school, we regularly ask for input on priorities for the school including: family event topics, SIP goals, Title 1 Budget, our school Compact. We as a school, take the input provided by all stakeholder and formulate our School Improvement Plan. We also use the data throughout the year to make adjustments and reflect on our SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

School improvement will be monitored continuously through classroom walk-throughs using a standards based walkthrough tool. During weekly leadership meetings, the team will discuss trends, strengths and areas for improvements. The school based leadership team will also monitor progress monitoring assessments (Science Quarterly, Writing, ELA and Math) to identify areas for support and areas of strength. Revisions will be made based on trends in walkthroughs and data from quarterly assessments.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	60%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	64	42	39	51	34	44	0	0	0	274
One or more suspensions	4	8	1	6	3	11	0	0	0	33
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	44	26	51	0	0	0	121
Level 1 on statewide Math assessment	0	0	0	30	15	55	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	29	29	21	37	21	44	0	0	0	181

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	20	18	7	52	32	60	0	0	0	189

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	1	2	0	28	0	0	0	0	0	31
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	54	49	35	46	30	35	0	0	0	249
One or more suspensions	7	4	3	10	8	15	0	0	0	47
Course failure in ELA	0	29	25	39	14	31	0	0	0	138
Course failure in Math	0	12	14	28	8	21	0	0	0	83
Level 1 on statewide ELA assessment	0	0	0	48	41	41	0	0	0	130
Level 1 on statewide Math assessment	0	0	0	38	36	43	0	0	0	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	39	67	44	23	15	0	0	0	188

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	20	20	27	43	48	0	0	0	183

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	0	23	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	54	49	35	46	30	35	0	0	0	249
One or more suspensions	7	4	3	10	8	15	0	0	0	47
Course failure in ELA	0	29	25	39	14	31	0	0	0	138
Course failure in Math	0	12	14	28	8	21	0	0	0	83
Level 1 on statewide ELA assessment	0	0	0	48	41	41	0	0	0	130
Level 1 on statewide Math assessment	0	0	0	38	36	43	0	0	0	117
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	39	67	44	23	15	0	0	0	188

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	25	20	20	27	43	48	0	0	0	183

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	2	4	0	23	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	45	53	48	47	56	41		
ELA Learning Gains				57			39		
ELA Lowest 25th Percentile				54			53		
Math Achievement*	55	49	59	51	42	50	55		
Math Learning Gains				52			55		
Math Lowest 25th Percentile				40			52		
Science Achievement*	31	41	54	40	49	59	40		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	49	54	59	46			48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	2
ELL	26	Yes	1	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	41			
MUL	52			
PAC				
WHT	53			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	43			
AMI				
ASN				
BLK	44			
HSP	46			
MUL	48			
PAC				
WHT	50			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			55			31					49
SWD	14			22			3				5	39
ELL	13			35			22				5	49
AMI												
ASN												
BLK	37			40			18				4	
HSP	38			55			29				5	49
MUL	45			58							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	57			59			37				4	
FRL	37			52			26				5	48

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	57	54	51	52	40	40					46
SWD	22	46	43	22	33	36	29					7
ELL	23	58	68	30	56	48	18					46
AMI												
ASN												
BLK	50	42		45	43		40					
HSP	39	57	66	44	50	41	29					45
MUL	40			55								
PAC												
WHT	56	60	33	59	55	33	55					
FRL	38	52	53	44	49	43	29					50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	39	53	55	55	52	40					48
SWD	21	38	54	33	50	45	14					40
ELL	24	38	43	34	48	42	16					48
AMI												
ASN												
BLK	25	40		31	33		8					
HSP	35	39	47	46	58	53	36					48
MUL												
PAC												
WHT	50	36		69	61		53					
FRL	32	37	50	43	46	55	21					45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide
assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or
all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	43%	-7%	54%	-18%
04	2023 - Spring	61%	53%	8%	58%	3%
03	2023 - Spring	40%	42%	-2%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	57%	51%	6%	59%	-2%
04	2023 - Spring	64%	56%	8%	61%	3%
05	2023 - Spring	42%	44%	-2%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	39%	-10%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components that demonstrated the lowest performance was 3rd and 5th grade English Language Arts (ELA). The contributing factors to low performance was lack of teaching to the full depth of the benchmark (alignment of instruction to new state assessment), lack of interventions and acceleration, and high class enrollment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

3rd grade declined in proficiency when compared to the previous year's cohort. The is due to high enrollment, lack of teaching to the depth of the benchmark (alignment of instruction to new state assessment) and lack of interventions and practice with reading (AR). In addition, 5th grade science had the highest decline in proficiency. The factors that paid tribute to the decline were lack of connection between hands on experiences and application of content knowledge.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data components that had the greatest gap when compared to the state was 3rd ELA, 5th grade ELA and Math and Science. Some factors that contributed to the gap is high class size, influx of student enrollment, lack of implementing AR (lack of monitoring, motivating and make adjustments in instruction), and (5th Science) lack of connections between hands on and content.

Which data component showed the most improvement? What new actions did your school take in this area?

4th grade ELA and mathematics had the great improvement. This was due to lower class sizes, interventions, and teaching to the depth of the standard. This grade level had a more manageable class size. In ELA, the teachers implemented the AR program with fidelity to monitor student progress and make instructional adjustments when necessary. In mathematics, the teachers closely followed student data "on the spot" with analyzing formative data and making instructional changes.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Student attendance is an area of potential concern and growth. We had an enrollment of 980 and out the total enrollment 526 had an absences below 94%.
2. Students not reading on grade level (currently 3rd-5th is at 46%).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Small group instruction/intervention (ELA and Math)
3. School culture
4. Science instruction
5. MTSS *monitoring student

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data is indicating achievement gaps among our subgroups, especially our students with disabilities. State assessment data from the 2022-2023 school year indicates a decreased in student proficiency in the area of Science and Reading. In order to increase student proficiency, differentiated small group instruction along with MTSS documentation must be implemented with fidelity to close achievement gaps.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase student proficiency in ELA by 5 percentage points. Science will increase 10 percentage points.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Daily walkthroughs utilizing the standards based walkthrough tool (SBWT) with content area coaches and administration.

2. During weekly Leadership meetings, trend data from SBWT will be analyze to see strengths and areas of focus.

3. Weekly collaborative planning will focus on whole group and small group instruction. Interventions will also be planned to remediate and accelerate students.

4.We will continue to utilize the Learning Arc to focus collaborative planning and implement standards based small group instruction with fidelity.

Person responsible for monitoring outcome:

Christopher Miller (christopher.miller@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to utilize the Learning Arc to focus collaborative planning and implement standards based small group with fidelity.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementing small group instruction will help address student deficiencies in ELA and Math and identify students who are in need of acceleration.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implementation and decision based on diagnostic assessments (ELA and Math)

Person Responsible: Erin Guptill (erin.guptill@polk-fl.net)

By When: Three times per school year (Sept, January, and April).

Weekly collaborative planning focusing on small instruction based on student data (formative).

Person Responsible: Angela Samples (angela.samples@polk-fl.net)

By When: October 2023.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students absences have been increasing. For the 22-23 school year, we had 183 students with 20 or more days absent from school. We will be implementing a House System to address student behavior, absences, low performing sub groups, and overall culture of the school. Within each house there will be 10-15 staff members that will be assigned approximately 12 students to conduct a check-in system to build relationships and accountability.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Chronic absences will decreased by 10% or by 21students. We will also decrease the amount of days students are absent by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

During weekly leadership meetings, absences for students will be discussed. Those displaying chronic absences will be recommended to their assigned school counselor (based on grade level) and administrator. The school counselor will contact parents to create a plan of action. If absences continue, the principal will be notified and a parent meeting will occur with a possible recommendation to truancy. For our subgroup not performing well, quarterly meetings will be scheduled with ESE teachers and regular education teachers of the students to discuss progress.

Person responsible for monitoring outcome:

Christopher Miller (christopher.miller@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention of check in/ check out will be implemented with our subgroup not performing well and our chronically absent students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy will help keep all parties involved accountable and build a culture that is responsive to student needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Sort students into Houses.

Person Responsible: Meredith Irwin (meredith.irwin@polk-fl.net)

By When: August 2023

Sort staff members into Houses

Person Responsible: Christopher Miller (christopher.miller@polk-fl.net)

By When: August 2023

Create an agenda that includes check in/ check out for House leaders to use when meeting with their houses.

Person Responsible: [no one identified]

By When: August 2023

Houses sort students to smaller groups within houses to meet with their mentor.

Person Responsible: [no one identified]

By When: September 2023 and ongoing for 23-24 school year.

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from our Science state assessment and FAST Assessments indicates a need to better align instruction and hands on learning to state standards in ELA, Math, and Science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency will increase 10 percentage points based on the science quarterly and state assessment. ELA and Math will increase 5 percentage points as indicated on FAST PM3.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will attend weekly collaborative planning with our coaches, using the Learning Arc as a guide to providing benchmark aligned tasks, formative assessments, and equivalent experiences. Standards based instruction will be monitored using the SBI tool with analyzing the data trends in Qualtrics for monitoring alignment of tasks, formatives, and assessments.

Person responsible for monitoring outcome:

Christopher Miller (christopher.miller@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

When meeting in collaborative planning, Teachers will utilize the learning arc to better understand state standards and align activities to meet the states intent.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Instruction and hands on experiences were not fully aligned to the intent of the state standards for ELA, Math, and Science.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create learning arcs for each of the standard/benchmark during weekly collaborative planning to provide equivalent experiences for all students. Development of fully aligned tasks to utilize not only during whole group but small group as well.

Person Responsible: Latandrier Brown (latandrier.brown@polk-fl.net)

By When: Ongoing for 23-24 school year

Plan instruction to provide remediation and/or acceleration for students using formative assessment data.

Person Responsible: Christopher Miller (christopher.miller@polk-fl.net)

By When: Ongoing for 23-24 school year.

Monitor students progress using the standards based walkthrough tool and analyze trend data using Qualtrics to ensure instruction and tasks are aligned.

Person Responsible: Christopher Miller (christopher.miller@polk-fl.net)

By When: May 2024

STEM teacher will provide support to increase instructional minutes with a Science/STEM focus through weekly classes. Specially for 5th grade, the STEM teacher will revisit assessment standards previously taught in 3rd and 4th grade. Additionally, students will be offered after school Science focused clubs to help increase awareness and build capacity with science concepts.

Person Responsible: Angela Samples (angela.samples@polk-fl.net)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and to ensure resources are allocated to our students with disabilities (performing below 41%) are as follows:
• Title I Comprehensive Needs Assessment (CNA)
• Data Com
• Summer Leadership Academy/Retreat
• School Improvement Plan Meetings/Trainings
• PURE Process
• Regional and Office of School Transformation review SIP plans

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on progress monitoring data for ELA (STAR/STAR Early Lit), our students are below level as follows:
KG-39% (STAR Early Lit)
1st- 39%
2nd- 30%

KG-2nd will continue to implement targeted small group instruction. Teachers will continue Learning Arc to help create objectives and analyze state benchmarks to better provide instruction to students within their respective grade levels. We are implementing a 60 minute remediation/acceleration block to provide remediation and acceleration to students. Every 6 weeks will be meeting in tier 2 and tier 3 meetings to discuss students and interventions being used.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on statewide assessment for ELA, our students are below level as follows:
3rd- 41%
4th- 34%
5th- 63%
3rd-5th grade will continue to implement targeted small group instruction. Teachers will continue learning arcs and we will implement a 60 minute remediation/acceleration block. Our Reading Interventionist is assigned to provide targeted small group instruction to our retained 3rd grade students daily. Every 6 weeks will be meeting in tier 2 and tier 3 meetings to discuss students and interventions being used.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Teachers will implement targeted small group instruction to remediate missed benchmarks.If we implement targeted small group instruction and standards based instruction, student will make a 5 percentage point growth as determined by F.A.S.T. assessment and STAR assessments.

Grades 3-5 Measurable Outcomes

If we implement learning arc (analyzing standards), standards based instruction, and targeted small group instruction, students will make a 5 percentage point growth as determined by progress monitor period 3 on F.A.S.T.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The areas of focus will be monitored by daily classroom walkthroughs utilizing the SBI walk-through tool, participation in professional learning communities, and the implementation of diagnostic assessments. After walk throughs using the SBI tool, we will meet as a leadership team to analyze trend data using Qualtrics.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Miller , Christopher , christopher.miller@polk-fl.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The strategy being implemented is to use data analysis (formative and summative) to identify instructional weaknesses and strengths. In addition, we implemented Diagnostic assessments to monitor instruction and targeted small group instruction. Teachers can utilize SIPPS, Wiley Blevins, LLI, Words their Way, and SRA to help meet students needs.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting this strategy is close the achievement gaps among a diverse population. The data indicates that students are not internalizing information at a tier one level. In order for students to master grade level standards/ benchmarks, students must be exposed to grade level text, equivalent experience to grade level questioning, tasks, writing, and research.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Provide professional development in diagnostic assessments and Power Hour (remediation/acceleration) expectations.	Guptill, Erin, erin.guptill@polk-fl.net
Monitor through the SBI tool and use of diagnostic assessments to target student needs.	Miller , Christopher , christopher.miller@polk-fl.net
Discuss data from SBI walks and determine trends and next steps.	Miller , Christopher , christopher.miller@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

As a title one school, we communicate regularly and request feedback from our stakeholders through a variety of methods and opportunities. In the fall, we communicate with families requiring the title one budget in multiple languages through our annual meeting event. The information discussed at the meeting can also be found in our front office in our title one binder. Additionally, our annual meeting information is shared on social media for all stakeholders to access in a variety of languages. Throughout the school year, we ask stakeholders for feedback on our budgets and SIP goals through an online survey that is published in multiple languages.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At Wagner Elementary, we have active social media account (Facebook). In addition we purchase agendas to help communicate with families. Based on family input, we select topics for Family Engagement Nights to help meet the needs of all our stakeholders.

Website: https://rbw.polkschoolsfl.com

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our master schedule maximizes student contact time, along with a 60 minute intervention/acceleration time to help differentiate to meet the needs of all students. In classrooms and during specials (Art, Music, and PE) students will also have STEM weekly to help promote hands on learning and problem solving skills. Weekly planning with teachers will occur with a content coach to ensure equivalent experiences as monitored through formative assessments.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

In the development of this plan, we have taken into consideration the following factors: ESSA, Title 1, HEARTH, Community Eligibility, and ESOL. Through collaboration of these programs we have used student data to identify areas and student subgroups where we need to focus our resources to better serve our families. We have analyzed student data and selected student subgroups, certain grade levels, and subject areas to build capacity and positively impact student achievement. The Title 1 program assists in funding programs, supplies, and professionals to serve our school in an effective manner.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

At Wagner Elementary, we currently have two school counselors. Teachers and other staff members have the ability to recommend students to see our school counselors. If a student requires additional counseling or counseling beyond our school based counselors, mental health services are then recommended. We do offer students Hazel Health to assist with basic health needs along with mental health counseling. The classrooms teachers have Sanford Harmony to help build relations and a positive culture in their classrooms. Each staff member has also attended Youth Mental Health Training provided by the district.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

As an elementary school, we do participate in the Great American Teach In giving students their opportunity to learn about different careers available to them within the community. We encourage and view field trips as an extension of the classroom providing our students with valuable learning. Our fifth graders visit middle schools that they are zoned for in addition to being made aware of different academies available to them.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students identified on Tier 2 level by the classroom teacher, dean, or administrator are based on repetitive misbehaviors or classroom disruptions. Tier 2 supports will meet with small groups of students.The guidance counselor, MTSS coach, and/or dean, will meet with a small group of students identified as needing similar skills and use resources such as Sanford Harmony, role play, or Precious, Not Prickly curriculum or lessons. The classroom teacher may also use these resources if there are multiple Tier 2 students in one classroom. The classroom teacher will request a face-to-face parent conference with the parents. The grade level and/or the House Team will discuss problem solving solutions and strategies during their monthly meetings.

A face-to-face meeting is set up with the parents, the teacher(s) and administration to discuss an individual behavior plan that both the teacher and parent agrees to implement. The plan is implemented for 4-weeks. At the end of the 4-week window the team meets again to discuss the success of the plan and evaluate whether the plan needs to continue or be modified.
Harmony Lessons are taught by our teachers to the whole class. Individual lessons can also be taught to targeted students. Documentation begins with Mrs. Allen after the meeting to track interventions with our MTSS process. Documentation can be taken by each teacher, coaches, and/or other support staff who are given the tiered support.

Tier 3 students will receive 1 to 1 intervention strategies such as check in & check out with the school counselor, dean, mentor, and/or an administrator. This could also include behavior chart monitoring for various times of the day to earn rewards based on his/her interest survey.
Students are provided differentiated behavioral strategies, modifications, and support from numerous teachers, strategies, and administrative interventions. Parents, administration, and teachers meet monthly to discuss the interventions and the progress the student has made. Our Student Support team (school counselor, MTSS coach, school psychologist, mental health facilitator, school social worker) will be working closely with our teachers to implement strategies chosen.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

At Wagner Elementary each new teacher/ staff member is provided a mentor. Mentors are there to assist new staff with the Wagner way of business. Administration meets with new staff to find strengths and areas of concerns. We also have a Campus Induction Coordinator and Teacher Engagement Ambassador who work with staff to improve instruction. Teachers and staff who are new to the county attend TIPS to provide basic county information and school information.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We currently have transition events for students who attend Pre-K. Kindergarten round-up is held in April and families can come to the campus to see kindergarten classrooms and are provided a tour along with materials to register their child.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No